

KentuckyHistoricalSociety

# BEYOND THE LOG CABIN

KENTUCKY'S ABRAHAM LINCOLN

Teacher's Guide

## CONTENTS

02	Overview
04	Student Gallery Worksheets
05	Touring Strategies
16	Timeline
19	Exhibition Vocabulary
21	Resources

## CURRICULUM CONNECTIONS

### Topics

Kentucky history  
American history  
Frontier  
Slavery  
Civil War  
Primary sources

### Program of Studies Links

#### SS-4/5/8-HP-U-1

History is an account of human activities that is interpretive in nature and a variety of tools are needed to analyze and understand historical events.

#### SS-4-HP-U-2

The history of Kentucky can be analyzed by examining the connected events shaped by multiple cause-effect relationships, tying past to present.

#### SS-4-HP-U-3

The history of Kentucky has been impacted by significant individuals, groups, and advances in technology.

#### SS-5-HP-U-2

The history of the United States can be analyzed by examining significant eras to develop a chronological understanding and recognize cause-and-effect relationships and multiple causation, tying past to present.

#### SS-5-HP-U-3

The history of the United States has been impacted by significant individuals, groups, and advances in technology.

#### SS-8-HP-U-2

U.S. history can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.

#### SS-8-HP-U-3

U.S. history (prior to Reconstruction) has been impacted by significant individuals and groups.

## BEYOND THE LOG CABIN

### EXHIBITION OVERVIEW

*Beyond the Log Cabin* uses artifacts, images, audiovisuals, and interactive elements to explore Abraham Lincoln's relationship to Kentucky in five thematic areas:

- His childhood on the frontier
- The affluent, urban childhood of his future wife, Mary Todd
- His political and social rise in Springfield, Illinois
- His evolution as an antislavery politician
- His difficult relationship with his native state during the Civil War

After examining the ways Kentuckians have remembered Lincoln, from his assassination to the present, the exhibition concludes with a look at the reasons Lincoln is thought to be one of our greatest presidents.

### BACKGROUND

#### The Frontier World of Young Abraham Lincoln

Abraham Lincoln had an ordinary childhood. Like most children living on the frontier, he helped with farm chores, fished, and played. Although their life was hard, the Lincolns were not poor. They sent Abraham and his sister Sarah to "ABC" schools, where the children learned to read, write, and do basic math. In 1816, Thomas Lincoln moved his family to Indiana, where he hoped to obtain land to farm. Nancy Lincoln died in 1818 and Thomas remarried a year later. Most of these experiences were common among frontier families.

#### The Lexington World of Young Mary Todd

Mary Ann Todd grew up in a wealthy family in the urban center of the Kentucky frontier. Her grandfathers were among the founders of Lexington, and her father was a successful businessman and politician. Mary Todd attended exclusive boarding schools, where she learned academic subjects and the social skills thought to be appropriate for young ladies. Like her future husband, Mary Todd lost her mother at an early age. Unlike Abraham, she did not get along well with her stepmother, and at age eighteen, she moved to Springfield, Illinois, to live with her older sister.

#### Lincoln's Rise

Lincoln considered himself a "self-made man," and in many ways, he was. He left the world of farming and worked to develop the skills and experience that would bring him success as a lawyer and politician. While living in Illinois, he made important friends—many from Kentucky. Between 1837 and 1860, he shared law offices with three Kentuckians. He served in the Illinois legislature for four terms and went to Washington for a term in the U.S. House of Representatives. And he married and raised a family with Mary Todd, whose ambition and interest in politics complemented his own.

#### Lincoln and Slavery

Abraham Lincoln opposed slavery on moral grounds, but he struggled with how to end it. Although his firsthand experiences with slavery were limited, several experiences in Kentucky exposed him to it. Americans in the North and South held diverse opinions about slavery, and Lincoln had to consider them all. His cautious position angered proslavery advocates and abolitionists alike. He accepted the right of slaveholders to recover runaways, but he thought fugitive-slave laws should better protect free blacks. He supported gradual emancipation, but after meeting with leading African Americans decided that forced colonization was impractical and immoral. He was no abolitionist, but his Emancipation Proclamation initiated the end of slavery in the United States.

## MORE CONNECTIONS

### Government and civics

Democratic ideas/principles,  
Constitution and amendments,  
Branches of government,  
Documents of democracy,  
Individual/government,  
Rights and responsibilities,  
Sources of power,  
State/federal government

### Cultures and societies

Nature/elements of culture,  
Institutions, Interaction/  
conflict, Relationship between  
historical perspective  
and culture

### Economics

Resources/scarcity,  
Interdependence, Markets,  
Decision-making

### Geography

Movement, Regions, Patterns  
of human settlement,  
Symbolism of places  
and regions

## BACKGROUND, continued

### Lincoln and Kentucky at War

Kentucky voters did not support Abraham Lincoln in the 1860 presidential election, and their disapproval of President Lincoln grew during the Civil War years. Kentucky was a pro-Union and proslavery border state that also included a significant pro-Confederate minority. Lincoln understood the strategic importance of Kentucky to winning the war, but his policies angered many white Kentuckians. The Emancipation Proclamation and the enlistment of African Americans in the Union army worried Kentucky slaveholders. The harsh tactics used to suppress Confederate guerrillas deepened opposition to the Lincoln administration. Although some Kentuckians remained loyal to the president, weathering this political storm was an immense challenge for Lincoln and his native state.

### Remembering Lincoln Then and Now

Memories of Abraham Lincoln have changed a lot over the years. The assassination made Lincoln a mythic hero almost overnight. Although some Kentuckians worked to keep Confederate memories alive, it was the 1909 centennial of Lincoln's birth and the celebration of his frontier origins that attracted national attention. One hundred years later, Kentuckians have embraced Lincoln more fully than ever before, recognizing his role in making the United States a more perfect union.

### Reflecting on Lincoln

Why do people consider Abraham Lincoln one of the greatest American presidents? Some point to his humble origins on the frontier, which Americans have associated with democracy since before Lincoln's time. Some admire the self-made man who worked hard and used his natural abilities to make something of himself. Some honor Lincoln for preserving the union by leading the country through the Civil War. Some identify his struggle to end slavery in the United States as his most important quality. And some revere the dedicated president whose assassination made him a martyr.

## EXHIBITION FEATURES

- Hundreds of primary sources—artifacts, photographs, manuscripts, newspapers, and other materials—illustrate the story of Lincoln and Kentucky.
- Large-scale murals bring historical scenes to life.
- Timelines chronicle Lincoln's personal life, career path, and evolution as an anti-slavery politician.
- A video-slide show vividly illustrates the conditions and effects of slavery.
- Interactive elements encourage students to use their observation skills and consider Lincoln's views on slavery.
- Touch-screen computers allow students to explore "AbeSpace"—a playful look at Lincoln's personal and professional life—and decipher cause-and-effect relationships during the Civil War.

## PLANNING YOUR VISIT

There are numerous strategies for maximizing student learning in the exhibition. If you have time to spend in the exhibition, consider scheduling a theme tour program, led by KHS staff. If your time is limited, consider using the student gallery worksheets or touring strategies on the following pages.

*Cover image courtesy of the  
Library of Congress, Prints and  
Photographs Division*

# BEYOND THE LOG CABIN

## FILL-IN-THE-CAPTION GALLERY ACTIVITY

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Find the pictures in the exhibition, then fill in the blanks to write a caption.



One way frontier families like the Lincolns used natural resources was building houses out of \_ \_ \_ \_ .



Young Abraham Lincoln learned to read, write, and do math while attending \_ \_ \_ schools for short periods of time.



Mary Todd Lincoln grew up in the frontier city of

\_ \_ \_ \_ \_ .



The wealthy Todd family could afford fine things like this dish made out of

\_ \_ \_ \_ \_ .



In the 1850s, Lincoln rode from town to town hearing court cases when he was working as a \_ \_ \_ \_ \_ .



Abraham Lincoln gained experience in politics by serving in the legislative branch of government in the state of \_ \_ \_ \_ \_.



Abraham Lincoln was against the system which treated people as property and broke families apart: \_ \_ \_ \_ \_.



In 1862, Abraham Lincoln wrote the first draft of his \_ \_ \_ \_ \_ Proclamation to free slaves in Confederate states.



Abraham Lincoln put Union army officers in charge of Kentucky to stop raids and other activities by \_ \_ \_ \_ \_.



Although it made some Kentuckians angry, Abraham Lincoln promised freedom to African Americans who joined the Union \_ \_ \_ \_ \_.

# BEYOND THE LOG CABIN

## FILL-IN-THE-CAPTION ANSWERS

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Image: Detail from etching of Lincoln cabin by Bernhardt Wall, 1940

One way frontier families like the Lincolns used natural resources was building houses out of **LOGS**.

Image: Detail from Abraham Lincoln's sum book, ca. 1824

Young Abraham Lincoln learned to read, write, and do math while attending **ABC** schools for short periods of time.

Image: Detail from "View of Lexington," ca. 1855

Mary Todd Lincoln grew up in the frontier city of **LEXINGTON**.

Image: Meissen porcelain compote, date unknown

The wealthy Todd family could afford fine things like this dish made out of **PORCELAIN**.

Image: Detail from illustration of Lincoln riding the circuit, 1909

In the 1850s, Lincoln rode from town to town hearing court cases when he was working as a **LAWYER**.

Image: Detail from etching of the Illinois state capitol by Bernhardt Wall, 1940

Abraham Lincoln gained experience in politics by serving in the legislative branch of government in the state of **ILLINOIS**.

Image: Detail of photograph of clay model of sculpture for the Lincoln Memorial at Waterfront Park by Ed Hamilton, 2007

Abraham Lincoln was against the system which treated people as property and broke families apart: **SLAVERY**

Image: Detail from painting of *The First Reading of the Emancipation Proclamation of President Lincoln*, 1864

In 1862, Abraham Lincoln wrote the first draft of his **EMANCIPATION** Proclamation, freeing slaves in Confederate states.

Image: Detail from illustration of John Hunt Morgan raid, 1862

Abraham Lincoln put Union army officers in charge of Kentucky to stop raids and other activities by **CONFEDERATES**.

Image: Detail from recruitment handbill, 1863

Although it made some Kentuckians angry, Abraham Lincoln promised freedom to African Americans who joined the Union **ARMY**.

Pictures courtesy of Abraham Lincoln Library and Museum of Lincoln Memorial University, the Library of Congress, The Speed Art Museum, The Mary Todd Lincoln House, the University of Kentucky Libraries, Ed Hamilton, the U.S. Senate Historical Office, the Kentucky Historical Society, and the Kentucky Library of Western Kentucky University



# BEYOND THE LOG CABIN

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY

---

Read about these pictures in the exhibition, then take notes on the right side of the page to support the statement below.

*People think because I became president, I must have had an extraordinary childhood. Not true!*



Pictures courtesy of the Abraham Lincoln Library and Museum of Lincoln Memorial University, Betty Rowe Pallos, and the Library of Congress

# BEYOND THE LOG CABIN

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY

---

Read about these pictures in the exhibition, then take notes on the right side of the page to support the statement below.

*My wife, Mary Todd, grew up very differently than me—  
one of the reasons I fell for her!*



Pictures courtesy of the Mary Todd Lincoln House and The Speed Art Museum



# BEYOND THE LOG CABIN

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY

---

Read about these pictures in the exhibition, then take notes on the right side of the page to support the statement below.

*I have been described as a “self-made man”——and I guess it’s true. I worked hard to get where I got.*



Pictures courtesy of Picture History, the Library of Congress, the University of Kentucky Libraries, and the Abraham Lincoln Presidential Library and Museum

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY

*I opposed slavery for a long time—morally speaking.  
But ending it legally was a whole different thing.*



KentuckyHistoricalSociety

# BEYOND THE LOG CABIN

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY

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Read about these pictures in the exhibition, then take notes on the right side of the page to support the statement below.

*The Civil War proved to me that you can't please all people all the time. Some Kentuckians supported my decisions. Most did not.*



Pictures courtesy of the Library of Congress, the Kentucky Library of Western Kentucky University, and the Kentucky Historical Society

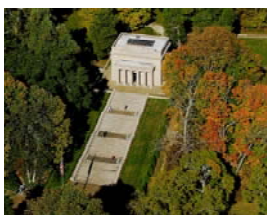
# BEYOND THE LOG CABIN

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY

---

Read about these pictures in the exhibition, then take notes on the right side of the page to support the statement below.

*Some people say Kentucky joined the Confederacy after the war. It's true that some Kentuckians wanted to remember the Confederacy, but many were willing to celebrate my birthday—in several ways.*



Pictures courtesy of the Kentucky Historical Society, Kentucky Educational Television, and University of Kentucky Libraries

# BEYOND THE LOG CABIN

## DOUBLE-ENTRY JOURNAL GALLERY ACTIVITY ANSWERS

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*People think because I became president, I must have had an extraordinary childhood. Not true!*

Image: Detail from etching of Lincoln cabin by Bernhardt Wall, 1940

I was born in a log cabin, but we weren't really poor. Still, the cabin came to represent my "humble" frontier birth.

Image: Detail from photograph of Thomas Lincoln, ca. 1845-50

My father wanted to own and farm land, but he was also a skilled carpenter. To be honest, I really didn't get along with him very well.

Image: detail from Abraham Lincoln's sum book, ca. 1824

It's true that I love to learn, but it didn't come from going to school. I only went a little. I made my own math book when I was fifteen.

Image: Detail from mural of Lincoln's childhood at Knob Creek by Betty Rowe Pallos

Life on the frontier wasn't all work and no play. When we finished our chores, we could go fishing.

*My wife, Mary Ann Todd, grew up very differently than me—one of the reasons I fell for her!*

Image: Detail from "View of Lexington, Kentucky," ca. 1855

Mary was born in Lexington, Kentucky—the largest city in the state and a center of trade, politics, and education.

Image: Meissen porcelain compote, date unknown

The Todds were wealthy. Mary grew up surrounded by luxury items like this dish and developed a taste for fine things.

Image: Miniature of Madame Charlotte Victorie (Leclerc) Mentelle, date unknown

Mary went to a boarding school directed by the French woman in this picture, Madame Mentelle. At Mentelle's Mary learned to speak French and enjoy poetry.

Image: Charles A. Vaughn, *Sunday Morning in the Kitchen*, ca. 1845

The Todds owned slaves, so Mary could have seen, or taken part in, a scene like this every day.

*I have been described as a "self-made man"—and I guess it's true. I worked hard to get where I got.*

Image: Detail of Lincoln law office illustration

I worked as a lawyer for twenty-six years before running for president. In 1844, I opened my own firm with William Herndon.

Image: Detail from daguerreotype of Mary Todd, ca. 1846-47

I married Mary Todd in 1842. It was a good match in many ways!

Image: Detail from illustration of Lincoln riding the circuit, 1909

I rode the circuit in Illinois from 1849 to 1854. It helped make me better known—and it got me the nickname "Honest Abe."

Image: Robert Root, *Lincoln-Douglas Debate*, 1918

In 1858, I ran for the U.S. Senate and took part in seven debates with my opponent Stephen Douglas. Those debates really helped me with my national reputation.

*I opposed slavery for a long time—morally speaking. But ending it legally was a whole different thing.*

Image: Detail from slave sale advertisement, 1858

Slavery treated people as property—and that didn't sit well with me. Still, I could imagine how slave-owners felt when someone threatened to take their property away. At first, I supported leaving slavery alone where it already existed.

Image: Detail of Map of Liberia, 1834

For a long time, I supported colonization—ending slavery slowly by sending freed slaves to Africa and other places. Later on, I decided that colonization just didn't make sense.

Image: Frederick Douglass, ca. 1866

I met three times with the abolitionist Frederick Douglass. Our conversations led both of us to think differently about slavery.

Image: Detail from Francis Bicknell Carpenter, *First Reading of the Emancipation Proclamation of President Lincoln*, 1864

I released the first draft of the Emancipation Proclamation on July 22, 1862. The presidential war power made it possible to issue it and free slaves in Confederate states.

*The Civil War proved to me that you can't please all the people all of the time. Some Kentuckians supported my decisions. Most did not.*

Image: Detail from "Dividing the National Map," 1860

I was one of four candidates in the 1860 presidential election. We represented different parts of the country, as well as different views. I won the national vote but didn't do well in Kentucky.

Image: Detail of broadside declaring martial law in Bowling Green, 1862

To get Confederate activities under control, I appointed Union officers to run Kentucky. But some of them got out of control—and Kentuckians got mad.

Image: Detail from photograph of Andrew Jackson Smith

In December 1862, I announced a plan to enlist African Americans in the Union army. Black Kentuckians like Andrew Jackson Smith responded by joining the ranks.

Image: Colonel Frank L. Wolford, ca. 1860-70

Colonel Frank Wolford was one of many Kentuckians who opposed my plan to enlist African Americans in the Union army. He spoke out against me in a public ceremony and got a dishonorable discharge from the army.

*Some people say Kentucky joined the Confederacy after the war. It's true that some Kentuckian wanted to remember the Confederacy, but many were willing to celebrate my birthdays—in several ways.*

Image: Confederate Monument at Frankfort Cemetery, date unknown

Although Kentucky never seceded, organizations like the United Daughters of the Confederacy helped keep Confederate memories alive after the war by putting up monuments across the state.

Image: The Abraham Lincoln Birthplace Memorial, 2007

The birthplace memorial was dedicated in 1911. It looks like a Greek temple on the outside, but inside, there's a little log cabin—a symbol of my journey from the frontier to the capital of a great democracy.

Image: Detail from *Winchester News* report on Lincoln centennial activities.

Most of the activities at my centennial were about my birthplace in Kentucky, but a few people gave me credit for my efforts to bring the country together.

Image: Charles Pallos, Kentucky Abraham Lincoln Bicentennial Commission logo, 2007

Kentucky is celebrating my bicentennial in many ways. The logo of the state's Lincoln Bicentennial Commission pays tribute to my origins in a log cabin.



# BEYOND THE LOG CABIN

## TOURING STRATEGIES

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### Timeline Tour

SS-04.5.1.1, SS-05.5.1.1, and SS-08.5.1.1

Instruct students to search the exhibition for dates for a class timeline. Give pairs or groups index cards for recording dates and a sentence about what occurred then and arrange the cards in chronological order in the classroom. Use the timeline in this packet to supplement the students' entries and search the web for images to illustrate the timeline. For an added challenge, sort the cards thematically or narrow them down to the most important Lincoln events.

### Sources of History

SS-04.5.1.1, SS-05.5.1.1, and SS-08.8.1.1

Challenge students to examine the exhibition's many primary sources for clues to Lincoln's life and times. Some of the primary sources (created during Lincoln's time) in the exhibition are artifacts, letters, newspapers, paintings, photographs, and prints. Students can work alone or in pairs to find a source that interests them and answer the questions:

- What is the source?
- When was the source created?
- What does the source say or show?
- How does the source help us understand Abraham Lincoln and his times?

### Lincoln and Change over Time

SS-04.5.2.3

Provide student pairs or groups with t-charts or Venn diagrams for taking notes in the exhibition about things in Lincoln's times that were different from today and things that were the same. Look for evidence of the way people lived, education, jobs, social conditions, and so on. To simplify this activity, give students index cards and ask them to find one similarity and one difference. Back in the classroom, combine the results, then have a discussion about how Kentucky has changed since Lincoln's times. How did President Lincoln's actions change Kentucky and America?

### Jigsaw Jeopardy

SS-05.5.2.4, SS-08.5.2.4; SS-08.2.3.1; SS-08.5.1.2; and SS-08.1.3.1

Divide students into five "expert" groups and assign each group one of the first five sections of the exhibition (Lincoln's childhood, Mary Todd's childhood, Lincoln's rise, slavery, and the Civil War). Instruct the groups to identify and record facts about their theme. Use the attached vocabulary list as prompts to make sure important topics are covered. Back in the classroom, challenge the groups to write jeopardy

questions based on their findings. Arrange the questions from "easy" to "difficult" and assign point values, awarding more points for questions that relate to major events of the period or reflect cause-and-effect relationships. Then create a five-column Jeopardy game and re-form the groups to play.

To add a level of difficulty for middle-school students, create four "expert" groups and assign each one of the following social studies themes:

- Issues and events in the expansion and conflict period of American history (Lincoln's lifetime)
- Cause-and-effect relationships
- Conflict and compromise
- Rights and responsibilities

### Writing about Abraham Lincoln

Have students gather information in the exhibition to support a literary or transactive writing assignment, such as:

- Writing a short story about a challenge Lincoln faced
- Writing an acrostic poem that captures the most important aspects of Lincoln's life
- Writing a play about the actions and events that made Lincoln one of our most famous presidents
- Writing a pamphlet or booklet about Abraham Lincoln for younger students
- Writing an article for a school newsletter or Web site about what you learned about Abraham Lincoln from the exhibition
- Writing a review of the exhibition as a tool for learning about Lincoln's life and times

### Many Ways of Knowing Lincoln

Encourage students to capitalize on their strongest "smarts" and practice artistic processes by gathering information in the exhibition to create unique biographical reports, such as:

- Writing a song or developing a playlist of songs (historical or contemporary) to illustrate the triumphs and tragedies of Lincoln's life
- Creating a movement sequence that illustrates an issue that Lincoln addressed
- Acting out a series of scenes that illustrate the most significant moments in Lincoln's life
- Combining images, documents, and other media in a montage about Lincoln's achievements
- Creating a three-dimensional work of art that commemorates Lincoln's legacy.

# BEYOND THE LOG CABIN

## TIMELINE

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**1809**

Abraham Lincoln is born to Thomas and Nancy Hanks Lincoln near Hodgenville, Kentucky.

**1811**

The Lincolns move to Knob Creek where Abraham will later recall doing farm chores and fishing.

**1811-12**

Thomas and Nancy Lincoln attend the Little Mount Baptist Church, formed by antislavery advocates.

**1815-16**

In Kentucky and Indiana, Abraham and his sister Sarah attend

**1816**

Thomas Lincoln moves his family to Indiana.

**ca. 1815-30**

Young Abraham Lincoln works on his family's farms in Kentucky, Indiana, and Illinois, and decides that he does not want to spend his life farming.

**1818**

Nancy Hanks Lincoln dies of milk sickness, a common frontier illness.

Mary Ann Todd is born in Lexington, Kentucky.

**1819**

Thomas Lincoln marries Elizabethtown resident Sarah Bush Johnston.

**1828**

Abraham Lincoln and Allen Gentry transport cargo on a flatboat to New Orleans.

**1830**

The Lincolns move to Illinois. Abraham drives one of the oxen-wagons.

**1830-34**

Abraham Lincoln makes a second trip to New Orleans. In New Salem, Illinois, he works as a storekeeper, postmaster, and surveyor.

**1832**

Lincoln serves as a militia captain in the Black Hawk War. There he meets Kentuckians John Todd Stuart, Orville Hickman Brown-ing, and others who will later become friends and colleagues.

**1834**

Lincoln is elected to the Illinois State Legislature, where he will serve four consecutive terms. He quickly becomes a leader in the Whig Party in Illinois.

**1836**

Lincoln receives his license to practice law.

**1837**

In his first public statement against slavery, Lincoln says it is founded on "injustice and bad policy."

In April, Lincoln moves to Springfield, Illinois. There he becomes the junior law partner of John Todd Stuart, a native Kentuckian and cousin of Mary Todd, and meets Joshua Fry Speed, who will become a lifelong friend.

**1839**

Mary Ann Todd moves from Lexington to Springfield to live with her sister Elizabeth Todd Edwards.

**1841**

Lincoln's partnership with Stuart ends, and he enters into a new partnership with Stephen T. Logan, another cousin of Mary Todd.

Lincoln spends three weeks with Joshua Speed at Farmington outside Louisville. On a steamboat he boards in Louisville to return home, Lincoln observes a group of slaves being shipped to New Orleans. The scene will haunt him for decades.

**1842**

Lincoln marries Mary Todd of Lexington, Kentucky. Well-educated and ambitious, she will encourage his political rise.

**1843**

The Lincolns' first son is born and named after Mary's father, Robert Todd.

**1844**

With help from Mary's father, the Lincolns buy their first house in Springfield.

Lincoln's partnership with Logan dissolves. He sets up his own Springfield law office with Kentuckian William H. Herndon as junior partner.

**1846**

Edward Baker, the Lincolns' second son, is born.

Lincoln is elected to the U.S. House of Representatives, for the term beginning in late 1847.

**1847**

On their way to Washington, DC, in October-November, the Lincoln family visits Lexington. There, Lincoln likely hears a speech by his political hero and Speaker of the U.S. House of Representatives, Henry Clay.

**1849**

Mary Todd Lincoln's father dies of cholera, leaving most of his estate to his second wife. Abraham Lincoln represents his wife and her siblings in a lawsuit to force an estate sale to benefit the Todd children.

While in Lexington during October-November, Lincoln follows the Kentucky Constitutional Convention, where a gradual-emancipation amendment is defeated.

**1849-59**

Twice yearly, Lincoln rides the Illinois Eighth Judicial Circuit, handling several thousand cases and earning the nickname "Honest Abe."

(continued)

### 1850

Congress passes the Fugitive Slave Act, requiring citizens in free states to assist in the return of escaped slaves to their owners.

Four-year-old Edward Lincoln dies after a two-month illness. A third son is born and named William (Willie) after the husband of Mary Todd's older sister Frances.

### 1853

The Lincoln's fourth son, Thomas (Tad) is born and named after Lincoln's father.

### 1854

Lincoln speaks out against the Kansas-Nebraska Act, which allowed the extension of slavery into western territories by popular vote.

### 1856-57

Lincoln declares slavery to be the root cause of the nation's problems. He joins the Illinois Republican Party, which has an antislavery platform, and speaks against the U.S. Supreme Court's *Dredd Scott* decision.

### 1858

IN his campaign for a seat in the U.S. Senate, Lincoln takes part in a series of debates with Stephen A. Douglas over slavery extension. Douglas wins the election, but Lincoln gains a national reputation

### 1860

Abraham Lincoln is elected the 16<sup>th</sup> president of the United States. Kentuckians Cassius Clay is considered for a running mate, but Hannibal Hamlin of Maine is chosen to attract more eastern voters.

Lincoln wins less than one percent of the vote in Kentucky. He trails the other three candidates: proslavery Tennessee Unionist John Bell, proslavery Kentucky Democrat John C. Breckinridge, and Illinois Democrat Stephen Douglas.

South Carolina becomes the first state to secede from the Union.

### 1861

The Civil War begins in April. Kentucky declares neutrality in May but sides with the Union by August-September. Kentucky Confederates form a provisional government with its capital at Bowling Green.

### 1862

Twelve-year-old Willie dies in February, most likely of typhoid fever.

On July 31, Lincoln appoints Union Brigadier General Jeremiah T. Boyle military governor of Kentucky to curb Confederate activities. He will arrest and expel known Confederates and suspected sympathizers and interfere in courts and elections.

In late September, Lincoln issues his preliminary Emancipation Proclamation, provoking a backlash from proslavery Kentuckians.

The battle of Perryville, the largest Civil War battle in Kentucky, takes place on October 8.

In his December address, Lincoln announces plans to enlist African American troops but postpones implementation in Kentucky.

### 1862-4

In large areas of Kentucky, Confederate raider John Hunt Morgan employs civilians as informants and participants. This will encourage the growth of local guerilla bands led by local men with local support.

### 1863

On January 1, Lincoln issues the Emancipation Proclamation, freeing slaves in Confederate states. The Kentucky legislature condemns the proclamation.

### 1864

Unable to suppress Confederate activity in Kentucky, Kentucky governor Thomas Bramlette orders the arrest of five southern sympathizers for every loyal citizen abducted by guerillas.

The U.S. Conscription Act of February 24, 1864, authorizes the enlistment of Kentucky African American into the Union army, provoking yet another backlash among white Kentuckians.

At a ceremony honoring his actions against John Hunt Morgan, Union colonel Frank L. Wolford criticizes Federal recruitment of African Americans. He is honorably discharged from the Union army.

Camp Nelson becomes a recruitment and training center for African American troops. By the end of the war, some 25,000 Kentucky African Americans will enlist in the Union army.

By July, antiblack violence and Confederate guerilla warfare increases, and Lincoln declares martial law in Kentucky. George-town native Stephen G. Burbridge is appointed U.S. military commander of Kentucky. He will tamper with election results and imprison and execute individuals—some believed to be innocent—on charges of treason.

In November, Lincoln wins a second term as president. Kentuckians support his opponent, Union major general George B. McClellan, by a ratio of 2.3 to 1.

In December, Lincoln appoints Louisville lawyer James Speed to the position of U.S. attorney general.

### 1865

Lincoln actively supports the Thirteenth Amendment ending slavery in the United States. The Kentucky legislature rejects the amendment.

By spring 1865, about 70 percent of Kentucky's 225,000 slaves consider themselves free. In April, fighting ceases with the Union victory at Richmond, Virginia.

On April 14, John Wilkes Booth shoots President Lincoln as he watches a play at Ford's Theatre in Washington, DC. Lincoln dies the next morning. Kentucky governor Thomas Bramlette praises the slain president in Louisville days later, and more than thirty Kentucky Unionists attend the funeral in Springfield, Illinois.

(continued)

## TIMELINE, continued

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Joseph Holt, Unionist and former adjunct general of Kentucky, serves as prosecutor in the trial of the Lincoln assassination conspirators.

### 1882

Mary Todd Lincoln dies on July 16 and is buried with her husband in Springfield, Illinois.

### 1889

Lincoln's law partner publishes *Lincoln: The True Story of a Great Life*, one of the first Lincoln biographies.

### 1906

Magazine publisher Robert Collier buys the farm where Lincoln was born and joins forces with Mark Twain, William Jennings, and others to form the Lincoln Farm Association to establish a memorial to the nation's sixteenth president.

### 1907

Kentucky Confederate veterans begin plans for a monument on the site of Jefferson's birthplace. It will be dedicated in 1924.

### 1909

On February 12, President Theodore Roosevelt attends a ceremony at the Lincoln farm to lay the cornerstone for a memorial honoring Lincoln's birthplace.

### 1911

In February, the Abraham Lincoln Birthplace Memorial is dedicated in Hodgenville. In 1916, the memorial comes under the care of the U.S. War Department. President Taft, Emilie Todd Helm, and Robert Todd Lincoln attend the ceremony.

In November, a ceremony is held in the Kentucky state capitol to dedicate a bronze statue of Abraham Lincoln sculpted by Adolph Weinman. The sculpture was a gift of the Speed family, and the legislature chose to place it at the center of the capitol.

### 1933

The National Park Service takes over management of the Birthplace Memorial and renames it the Abraham Lincoln Birthplace National Historic Site.

### 2004

Kentucky governor Ernie Fletcher issues an executive order establishing the Kentucky Abraham Lincoln Bicentennial Commission to coordinate activities across the state. The appropriation by the Kentucky legislature creates one of the largest Lincoln bicentennial funds in the nation.

# BEYOND THE LOG CABIN

## EXHIBIT VOCABULARY

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### **Abolitionist**

A person who wanted to end slavery immediately

### **Advocate**

A person who supports something

### **Allegiance**

Loyal support for someone or something

### **Amendment**

A change made to a law or legal document, such as the U.S. Constitution

### **Amnesty**

An official promise by a government to release prisoners or pardon crimes

### **Antebellum**

Relating to the time before the Civil War

### **Antislavery**

Opposed to, or against, slavery

### **Assassination**

The murder of a person who is well-known or important

### **Black Hawk War**

A conflict in 1832 between Illinois militia units and Sac and Fox Indians led by Black Hawk

### **Cabinet**

A group of advisors for the head of a government

### **Civil war**

A war between different groups of people in the same country

### **Civil War**

The U.S. war between the Confederacy (or southern states) and the Union (or northern states) from 1861 to 1865

### **Colonization**

A system for relocating freed American slaves and sending them to colonies in Africa or other places

### **Confederate**

A person who supported the Confederate States of America, the eleven states that declared themselves independent from the rest of the United States just before the Civil War

### **Constitution**

The document created in 1789 containing the principles for governing the United States

### **Emancipation Proclamation**

A military decree issued by Abraham Lincoln on January 1, 1863, freeing slaves in states “in rebellion,” or the Confederacy

### **Enlistment**

Joining the army or another of the armed forces

### **Enslaved**

A person who has been forced to become a slave

### **Frontier**

A region that forms the edge of a settled or developed territory

### **Fugitive slave**

A slave who has escaped

### **Gradual emancipationist**

A person who believed in freeing slaves over a period of time

### **Guerrillas**

Small groups of soldiers or others that attack the army, towns, or people

### **House of Representatives**

One of the two houses in the U.S. government (and some state legislatures) that makes laws. The other house is the Senate.

### **Judicial**

Related to a court of law or a judge

### **Lawyer**

A person trained to advise people about the law and who acts and speaks for them in court

### **Legislature**

The branch of government that makes laws for a country or state

### **Martial law**

Rule by the army in a time of war or disaster

### **Memorial**

Something built or done to help people remember a person or an event

### **Middle class**

The group of people whose income places them between the upper class (or wealthy) and the lower class (or poor)

# BEYOND THE LOG CABIN

## EXHIBIT VOCABULARY, continued

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### **Monument**

A statue or building meant to remind people of an event or person

### **Network**

A group of people with work or social connections to each other

### **Neutrality**

Not supporting either side in a war or argument

### **Pacifist**

A person who strongly believes that war and violence are wrong and refuses to fight

### **Politician**

A person who runs for or holds a government office

### **Proslavery**

In favor of, or for, slavery

### **Radical**

A person who believes in extreme political change

### **Recruitment**

Efforts to get people to join the armed forces or other organizations

### **Republican**

A U.S. political party that formed in the 1850s

### **Runaway**

An enslaved person who has escaped; also called a “self-liberationist”

### **Secede**

To formally withdraw from a group or organization, often to form another organization. Eleven southern states seceded from the United States to form the Confederate States of America in 1861.

### **Self-liberationist**

An enslaved person who frees him or herself by escaping

### **Self-made**

Successful or wealthy through one’s own efforts

### **Senate**

One of the two houses of the U.S. Congress (and some state legislatures) that makes laws. The other is the House of Representatives.

### **Slavery**

A social and economic system in which people (called slaves) are forced to work for others. Slaves are considered property and do not have freedom or other rights.

### **Supreme Court**

The highest and most powerful court in the United States

### **Thirteenth Amendment**

The amendment to the U.S. Constitution that permanently freed slaves in all states

### **Whig**

One of the two main U.S. political parties from the mid-1830s to the mid 1850s

### **Union**

The United States of America



# BEYOND THE LOG CABIN

## RESOURCES

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### Books for Children and Teens

Bial, Raymond. *Where Lincoln Walked*. Minneapolis: Walker, 1998. Grades 4-7—A photo-essay that follows Lincoln along the back roads of Kentucky, Indiana, and Illinois.

Cohn, Amy L. and Suzy Schmidt. *Abraham Lincoln*. New York: Scholastic, 2002. Grades 2-5—A picture-book biography with a tall-tale feel and format.

Fleming, Candace. *The Lincolns: A Scrapbook Look at Abraham and Mary*. New York: Schwartz and Wade, 2008. Grades 4-7—An engaging approach to telling the Lincolns' stories, from their childhoods through their deaths, with photographs, letters, engravings, cartoons, and recipes.

Freedman, Russell. *Lincoln: A Photobiography*. New York: Clarion, 1987. Grades 5-8—A Newbery Award-winning biography illustrated with period photographs and drawings.

Herbert, Janis. *Abraham Lincoln For Kids: His Life and Times with 21 Activities*. Chicago: Chicago Review, 2007. Grades 4-8—Information, anecdotes, and activities that interpret Lincoln's personal and family life with his accomplishments as president and a broader view of his times.

Holzer, Harold. *Abraham Lincoln the Writer: A Treasury of His Greatest Speeches and Letters*. Honesdale, Penn.: Calkins Creek, 2000. Grades 6-12—Chronologically arranged poems, letters, speeches, and other writings that provide insight into the man and the leader.

Hopkinson, Deborah. *Abe Lincoln Crosses a Creek*. New York: Schwartz & Wade, 2008. Grades K-3—The story of Lincoln's rescue by a boyhood friend in Kentucky.

Marrin, Albert. *Commander in Chief: Abraham Lincoln and the Civil War*. New York: Dutton, 1997. Grades 7-12—An examination of Lincoln as a war leader that covers its subject from birth to death. Illustrated with period photographs, drawings, and quotations.

McGovern, Ann. *If You Grew Up In the Time of Abraham Lincoln*. New York: Scholastic, 1976. Grades K-3—An introduction to everyday life in frontier Kentucky, Indiana, and Illinois, during Lincoln's childhood and young adulthood.

Sullivan, George. *Abraham Lincoln*. In *Their Own Words*. New York: Scholastic, 2001. Grades 4-8—An introduction to primary sources with short chapters, large print, simple vocabulary, and attractive illustrations.

\_\_\_\_\_. *Picturing Lincoln: Famous Photographs that Popularized the President*. Boston: Clarion, 2000. Grades 5-9—The best-known likenesses of the president and his family with well-written explanations.

Turner, Ann. *Abe Lincoln Remembers*. New York: Harper Collins, 2001. Grades 3-5—A picture book illustrated with lifelike paintings and an anecdotal narrative in the voice of Abraham Lincoln.

Winters, Kay. *Abe Lincoln: The Boy Who Loved Books*. New York: Simon & Schuster, 2003. Grades K-3—A picture book with simple language and colorful illustrations about Lincoln's childhood in Kentucky and Indiana and young adulthood in Illinois.

For more books for children and teens, see the Web site of the Kentucky Department for Libraries and archives at <http://www.kdla.ky.gov/libsupport/children/AbeLincolnbibliography.pdf>.

### Books for Adult Readers

Baker, Jean. *Mary Todd Lincoln: A Biography*. New York: Norton, 1989—A richly documented and sympathetic study that recognizes the troubled first lady on her own terms.

Donald, David Herbert. *We Are All Lincoln Men: Abraham Lincoln and His Friends*. New York: Simon & Schuster, 2004—A highly readable portrait of Lincoln's closest friendships, including Kentuckians Joshua Speed, William H. Herndon, and Orville Browning.

Guelzo, Allen C. *Lincoln's Emancipation Proclamation: The End of Slavery in America*. New York: Simon & Schuster, 2006—Analyzes the political, legal, and moral reasoning that led to the issuance of the Proclamation and marshals evidence for reconsidering Lincoln as "the Great Emancipator."

Harris, William C. *Lincoln's Rise to the Presidency*. Lawrence: University Press of Kansas, 2007—a solid, readable synthesis of Lincoln's political rise, mostly focused on the 1850s. Harris reveals Lincoln to be a conservative antislavery politician.

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# BEYOND THE LOG CABIN

## RESOURCES

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Harrison, Lowell. *Lincoln of Kentucky*. Lexington: University Press of Kentucky, 2000—A useful study of Lincoln's relationship with his native state, including a close examination of the wartime policies that influenced the ardent southern sympathies of the state during Reconstruction.

Peterson, Merrill. D. *Lincoln in American Memory*. New York: Oxford University Press, 1995—A chronological history of Lincoln's place in the American imagination, from the time of his death to the present.

### Content-based Web Sites

Abraham Lincoln Online.  
<http://showcase.netins.net/web/creative/lincoln.html>

Abraham Lincoln Papers at the Library of Congress.  
<http://memory.loc.gov/ammem/alhtml/malhome.html>

Kentucky Abraham Lincoln Bicentennial Commission.  
<http://www.kylincoln.org/default.htm>

Kentucky's Abraham Lincoln Bicentennial Moments.  
<http://www.lrc.ky.gov/record/Momentso8RS/moments.htm>

Lincoln Heritage Trail Interactive Map.  
<http://www.kylincolntrail.com/>

Lincoln's Kentucky (Filson Historical Society).  
<http://www.filsonhistorical.org/lincoln/index.html>

Mary Todd Lincoln Research Site.  
<http://members.aol.com/RVSNorton/Lincoln15.html>

### Web Sites with Teacher and Student Materials

Abraham Lincoln Bicentennial Commission. [http://constitutioncenter.org/ncc\\_edu\\_Abraham\\_Lincolns\\_Crossroads.aspx](http://constitutioncenter.org/ncc_edu_Abraham_Lincolns_Crossroads.aspx)

Abraham Lincoln Birthplace National Historic Site.  
<http://www.nps.gov/abli/index.htm>

Abraham Lincoln Papers at the Library of Congress (The Learning Page).  
<http://memory.loc.gov/ammem/ndlpedu/collections/papers/history.html>

Abraham Lincoln Presidential Library and Museum.  
<http://www.alplm.org>

Abraham Lincoln's Classroom.  
<http://www.abrahamlincolnsclassroom.org/>

Abraham Lincoln's Crossroads (National Constitution Center). [http://constitutioncenter.org/ncc\\_edu\\_Abraham\\_Lincolns\\_Crossroads.aspx](http://constitutioncenter.org/ncc_edu_Abraham_Lincolns_Crossroads.aspx)

The Emancipation Proclamation: Freedom's First Steps (EDSITEment). [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=290](http://edsitement.neh.gov/view_lesson_plan.asp?id=290)

The Lincoln Bicentennial and the Kentucky Department of Education. <http://education.ky.gov/KDE/Instructional+Resources/Middle+School/Social+Studies/The+Abraham+Lincoln+Bicentennial.htm>

Lincoln Boyhood National Memorial: Forging Greatness during Lincoln's Youth (Teaching with Historic Places).  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/126libo/>

Lincoln Home National Historic Site: A Place of Home and Memory (Teaching with Historic Places). <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/127liho/>

Lincoln's Boyhood in Indiana [Lessons and Online Student Modules] (Indiana Humanities Council).  
<http://www.indianahumanities.org/Wethepeople/index.html>

Mary Todd Lincoln House. <http://www.mtlhouse.org>

The Time of the Lincolns: A Companion to the Film Abraham and Mary Lincoln. <http://www.pbs.org/>